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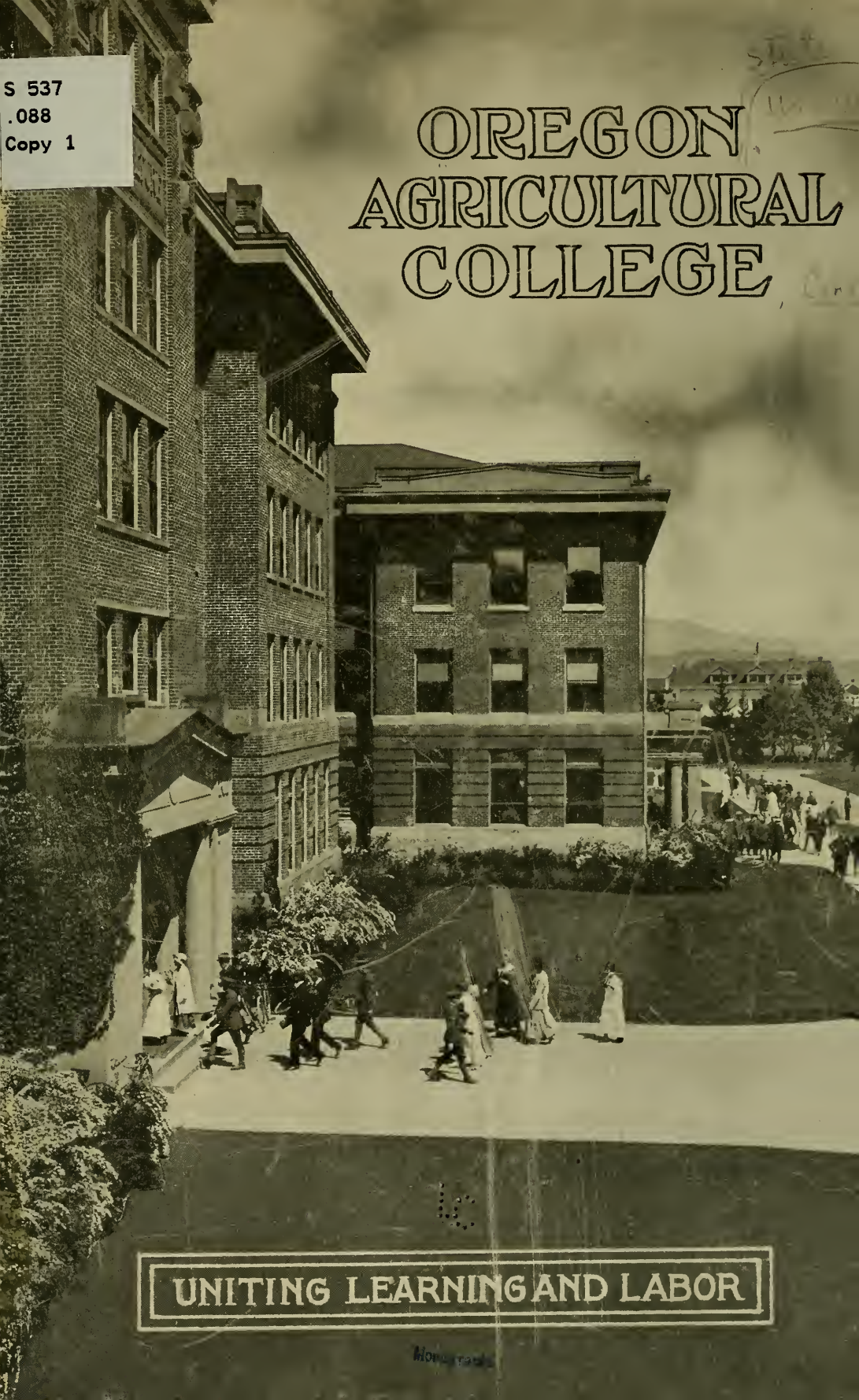
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OREGON AGRICULTURAL COLLEGE



UNITING LEARNING AND LABOR

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THE TRYSTING TREE BY MOONLIGHT

Scope of the College Course

As a prospective college student, you will be chiefly interested in the Oregon Agricultural College because of what it has to teach you on the campus. You want to know what courses of study, leading toward what vocations or professions in life, you can undertake there; what degrees are granted, and what these degrees are worth as compared with those of other institutions of higher learning. You are interested, in short, in the courses of instruction, commonly called the curriculum.

Let us consider, then, only the courses of instruction, leaving out of account the work of the Experiment Station and the Extension Service. There are six schools, besides one independent department, that grant degrees upon the completion of four years of college work. There are twelve additional departments of instruction, generally called service departments, the work of which is required in one or more of the degree courses, but which do not grant degrees under the name of the department. Finally, there are six vocational courses, varying in length from six months to three years, that carry certificate privileges but do not grant diplomas.

The six schools are as follows: *Agriculture, Forestry, Home Economics, Commerce, Engineering, and Mines*. The additional independent department granting degrees is *Pharmacy*.

In the School of Agriculture there are fifteen major courses leading to degrees besides other courses—of great practical and scientific value in themselves—not yet sufficiently developed to warrant the granting of baccalaureate honors. Among the latter, for instance, is *Veterinary Medicine*, a course of the utmost importance in a college where animal, dairy, and poultry husbandry are emphasized; but while the course has most competent instruction, the College is not yet provided with the laboratories and equipment necessary to place the course among those granting degrees.

Following are the fifteen majors: (1) General Agriculture, (2) Agriculture for Teachers, (3) Agricultural Chemistry, (4) Animal Husbandry, with opportunities for specializing under the direction of experts on horses, cattle, sheep and swine; (5) Bacteriology, (6) Botany and Plant Pathology, (7) Dairy Husbandry, with opportunities for special study in dairy production or dairy manufactures, including the making of butter, cheese, ice creams, and similar products; (8) Drainage and Irrigation, (9) Entomology, (10) Farm Crops, (11) Farm Mechanics, (12) Horticulture, with special subdivisions in (a) Pomology, (b) Vegetable Gardening, (c) Landscape Gardening and Floriculture, (d) By-products, and (e) Research; (13) Poultry Husbandry, (14) Soils and Farm Management, (15) Zoology.

In the School of Commerce a student may specialize in any of the following departments of study: (a) *Accounting and Business Administration*, (b) *Economics*, (c)



ADMINISTRATION HALL FROM THE SOUTHEAST

Political Science, and (d) *Stenography and Office Training*. In these departments competent instructors to the number of ten, some of whom have won national distinction for pioneering service in their respective fields of work, are training students in the elements of those sciences that are taking a splendid grip on the problems of industrial and rural life. Rural organizations, rural credit, marketing, secretarial duties, expert accounting, and stenographic skill—these are all fields that are alive with promise, and keen in their call for youths of character and power.

**School of
Commerce**

Courses in Engineering, which have always been a prominent feature of the combined Federal-State institutions, coordinate with courses in Agriculture and developing parallel with them, have for many years been a strong factor in the growth and usefulness of the College. The School of Engineering, in fact, has enlarged its field of study and intensified its opportunities for specialization as rapidly as the needs of the Pacific Northwest would warrant.

**School of
Engineering**

Civil, Electrical, and Mechanical Engineering have been substantial fields of study at the College for many years, maintaining a high standard of scholarship and professional efficiency. *Highway Engineering*, a profession that has come into unusual prominence all over the country in recent years, is not only adequately established at the College, but because of the peculiar demand for highway work in a state where the rainfall is periodic as it is in Oregon, is making an aggressive and dynamic campaign for state-wide service in this field. *Irrigation Engineering*, including hydraulics, is still another field in which the College has received the call to do constructive service, a call that it is meeting by offering complete courses in this work under competent instruction. *Industrial Arts*, the sixth of the degree courses in Engineering, is a field of study which is attracting many young men of splendid talents who have in view to enter the wide field of industrial education in schools and colleges. Finally, *Experimental Engineering*, a service department which does not grant degrees, but which opens up a fascinating and useful field of study for all who are engaged in any department of Engineering, Mining, or Forestry, is supplied with a massive and superior equipment for efficient work and is manned by a corps of expert instructors.

**Departments in
Engineering**

The School of Forestry offers courses leading to degrees in both forestry proper and logging engineering. The courses in this school are intensely practical, advantage being taken of the unrivaled opportunities afforded by the location of the College to become familiar with all the merchantable types of timber, with the methods of reforestation employed by the Federal government, the systems of trail building, fire protection, and general forest administration. Advantage is also taken of the State forest reserves on the Santiam river and elsewhere, as well as of the nearby logging operations, which are always accessible for class observation as well as for employment during vacations.

**School of
Forestry**

The course in *General Forestry* fits its graduates for a variety of positions, such as



ADMINISTRATION PATH AND THE EAST LAWNS



SOUTH END OF ADMINISTRATION, LOOKING TOWARD DAIRY



DRIVEWAY SOUTH OF ADMINISTRATION, LOOKING TOWARD THE CITY

those in the Federal and State service, with the great logging and lumber-manufacturing concerns, and for private professional practice. The course in *Logging Engineering* fits for work in the harvesting of the timber crop by scientific methods; it is universally recognized among progressive timber men as an essential to enduring success in the logging operations of the vast timber tracts of the Pacific Northwest, unsurpassed in extent or importance by those of any other section. On Oregon's 24 million acres of forest land, it is estimated that the stumpage aggregates 480 billion feet, board measure. Since much of this timber crop is now ready for the harvest, and since the great lumbering companies of Minnesota, Wisconsin, and Michigan are rapidly nearing the end of their local supply of timber, a great revival of the lumber industry in Oregon seems immediate and secure. Hence the importance of the Forestry courses to any student who has the qualifications for this work.

**Forestry and
Logging
Engineering**

In the School of Home Economics there are now six major courses of study leading to the degree of bachelor of science. Thus the student, by specializing in any one of these major courses, may become a Bachelor of Science in Home Economics, majoring in *Domestic Science*, or in *Domestic Art*, *Home Administration*, *Institutional Management*, *Education*, or *Applied Design*. The purpose of the first two majors is obvious; these courses, now generally introduced in an elementary form in both the common and high schools, are bearing such ample and immediate fruits that they are universally approved. The courses as taught at the College are a continuation of the work that is possible in elementary and secondary schools, and are diversified into several specialties. The course in *Home Administration*, however, goes beyond them in specialization, requiring peculiar training in the management of the home, the division of income, the care of children in sickness and in health, and the larger problems of the relation of the home to civic and social interests. *Institutional Management* trains the student in the problems that confront the manager of such public and private institutions as hospitals, sanitoriums, children's homes, asylums, hotels, etc. Buying supplies at wholesale, storage of supplies, buying and handling of equipment, management of help, supervision of accounts, and similar problems are taken up for study, both theoretically and by observation or practice. The course in *Education* is planned in cooperation with the department of Industrial Education, with the object of fitting young women for the task of instruction in Domestic Science and Domestic Art. The course in *Applied Design*, which deals with basketry, handwork, weaving, design and color, and clay modeling, is concerned not only with teaching the student to do skillful work in these departments of handiwork, but with instilling an appreciation of form, color, and constructive skill in design. While three or four of these special courses are comparatively new, they have been in operation long enough to prove that young women who graduate in these specialties are not only in demand, but that they make such successes of their work as to command higher salaries than the average paid to men of equal experience in similar work.

**School of Home
Economics**



NORTH DOOR OF ADMINISTRATION, LOOKING TOWARD MINES. AUTUMN

The School of Mines, which, like the schools of Agriculture, Home Economics, Engineering, and Forestry, has a separate building as its headquarters, is now offering major courses leading to degrees in three separate departments. These departments

**School of
Mines**

are (1) Ceramic Engineering, (2) Chemical Engineering, and (3) Mining Engineering. Each of these departments has a specialist in charge of the work, and a new and modern equipment for laboratory and demonstration purposes. The School of Mines has been given recognition by the Commissioners of the State Bureau of Mines and Geology through the election of the Dean of the School of Mines as Director of the Bureau. The School of Mines is thus in close touch with the Bureau in its effort to increase the mineral production of Oregon. This effort involves a comprehensive survey of the mineral resources of the State, especially with reference to their economic products, and embraces a study of the deposits of coal, oil, gas, metallic ores, building stone, road materials, clays, cements, sands, gravels, mineral waters, etc., with the purpose of promoting their development and use in the State. Connection with state-wide interests such as these enables the student to gain a broad outlook upon his profession, and to recognize the point of view of service to the commonwealth.

In *Pharmacy*, one of the independent departments of the College, the student has a choice of taking a regular four-years' course, leading to the degree of bachelor of science in pharmacy, or a two-years' course which wins him the lesser degree of graduate in pharmacy. This degree, however, fulfills the scholastic requirements that the State Board of Pharmacy lays down as preparation for taking the examination as a candidate for registered pharmacist.

**Department of
Pharmacy**

For work of this kind the department is not only adequately equipped, but most fortunately situated in the midst of a scientific and technical college, all the resources of which, in fundamental sciences especially, are at the disposal of students of pharmacy.

In addition to the standard degree courses outlined above, the student has superior facilities for specializing in Physical Education, including coaching for both men and women, and in Military Tactics. He has opportunity for study also in such courses as

**Other College
Courses**

Industrial Education, Art and Architecture, Chemistry, Physics, English, including dramatic art and public speaking, History, Library Science, Mathematics, Modern Languages, and Extension Work. In an affiliated School of Music, by arrangement with the Director, he can take up the study of such phases of music as voice, piano, violin, orchestra, and band.

Finally the College, though all its regular courses are now on a basis requiring full four years of high-school training, does not shut out the man or woman who desires technical training and has the qualifications to profit by it. Vocational courses, requiring only an eighth-grade training, or its equivalent, are now offered

**Vocational
Courses**

in Agriculture (1 year), Dairying (1 year), Home Making (1 year), Mechanic Arts (3 years), Forestry (5 months), and Business Methods (2 years). A two-years' vocational course in Pharmacy, requiring at least two years



AN AUTUMN VIEW FROM ADMINISTRATION DRIVE. SCIENCE HALL LEFT. ARMORY IN BACKGROUND

of high school training as preparation, is also offered, for the first time, in 1916-17.

The scope of the course of study at the Oregon Agricultural College is thus practically the same as that of the great land-grant institutions of the Middle West. Graduates are finding, moreover, that a diploma from the Oregon Agricultural College wins them equal recognition in nearly all departments with these famous institutions.



The Student's Opportunity at O. A. C.

The student's opportunity at O. A. C. is threefold: It is technical, civic, and social. In the first place he has the opportunity to acquire technical training that will fit him for the leading industrial professions of life; this is his main business at the College.

Technical Training

As soon as he loses his grasp on this main purpose of his presence here, "he will be relieved" in the polite language of the executive office, "from further attendance."

This opportunity to get hold of the principles and practices that will fit him to be an electrical engineer, for instance, a forester, a mining expert, a dairy manufacturer, or a specialist in horticulture or farm management, goes hand in hand with his opportunity to fit himself to become a good citizen. Through the study of liberalizing subjects such as English, economics, political science, the modern languages, the sciences, and music, as well as through his participation in the duties and privileges of a self-governing student body, he has the opportunity to make something more of himself than an expert machinist, or a practical animal husbandman. He may become, if he will, a congenial and convincing companion, whose sincerity and purpose find acceptance with his fellows because they are transparent and unobtrusive.

Citizen Training

The College is intensely devoted to the principle of efficiency and accuracy in "the industries and professions of life." It urges the student to keep before him the ideal of becoming not simply skilled in his chosen line of scientific or professional effort,

Balancing Studies

but of becoming an expert in it. At the same time the College has never lost sight of the thought that "an education which whispers ever in the ear of youth, 'Put money in thy purse' is an education for savages." Hence the opportunity held out to the student by every school in College, no matter how intensely practical or commercial, of getting into communion with the great problems of the sociologist, the rural economist, and the political philosopher, as well as the thoughts of the novelist, the essayist, and the poet. Hence, also, the training in public speaking, in news writing, and in social service.

But the student's opportunity at O. A. C. does not stop here. By virtue of his



AN AUTUMN VISTA LOOKING FROM ADMINISTRATION TOWARD THE ARMORY

membership in the College community he is a subscriber to the O. A. C. Barometer, the semi-weekly student paper, a patron of the chief, all-college events, and a member of a class. In addition, he is usually a voluntary member of one or more professional or honorary societies; of a literary, dramatic, or forensic society; of a fraternity or boarding club, and of the Y. M. C. A. He may have accomplishments that win him a place in the cadet band, in the College orchestra, or the Glee Club, or on one of the professional student publications such as the Oregon Countryman, the Commercial Print, or the Student Engineer, or on the staff of the Junior Annual.

In any of these organizations the student is a social factor. He works with others in cooperative effort. He is doing community service. In the best possible way, because in a real way, he is training for the social obligations of his later life. To the youth capable of developing a character that counts with his neighbors, as well as to the youth capable of positive leadership, this phase of his College life is an experience rich with possibilities. As he inspires confidence among his associates in the work that he undertakes as a student, he is pretty sure to win the same confidence, later on, in the work that he does as a citizen.

The College campus, therefore, aside from the main business of study, is a social world of its own. It has its problems just as a city has, or any rural society; its community business, under certain principles adopted by the faculty, is worked out by the students themselves. Hence the opportunity open to every student to educate himself in the social obligations, as well as in the social graces. Through the community business of the student body he acquires, if he wishes to make the effort and the sacrifices involved, specific training in the service of his fellow students that amounts to social leadership. Through the channel of the fraternity or club, the class, the technical society, or what not, he enjoys also the more convivial and graceful occasions that not only make for enjoyment, but for refinement and a happy outlook.

Technically the student's opportunity at the College is specifically indicated in the outline of the courses of study printed on page 65 of this booklet. It is not necessary to repeat these courses here. You will be interested to know, however, that the School of Agriculture is one of the best equipped in the United States. In certain departments, such as Horticulture, it has resources for study and research that are attracting students from all parts of the country. Other departments, such as Animal Husbandry, Dairy Husbandry, Poultry Husbandry, Soils, and Farm Crops, are not surpassed by those of any similar institution in the West. Hence the student who really investigates conditions has no misgivings in coming to O. A. C. for Agriculture.

The School of Commerce, moreover, has been repeatedly ranked by the American Association of Public Accountants as one of the leading schools of its kind in the



WOMEN'S GYMNASIUM AND ARMORY, VIEWED THROUGH THE TRYSTING TREE



SNOW SCENES ABOUT ADMINISTRATION HALL. DURING THE "BIG SNOW" OF JANUARY, 1916



SNOW SCENES, CHIEFLY ON THE EAST QUADRANGLE, JANUARY, 1916. ONCE IN TEN OR TWELVE YEARS SNOW SPORTS HAVE BEEN POSSIBLE AT O. A. C.

country. Its work in such fields as farm accounts has gained national recognition as pioneering service to the business side of farming. The School of
In Commerce and Engineering Engineering, especially in its departments of Mechanical, Electrical, Experimental, and Highway engineering, has an equipment that compares favorably with any in the West, while the thoroughness of its work and the individual attention given its students have distinguished its graduates for both scholarship and efficiency.

The School of Forestry, which will be housed in a new and thoroughly modern building next fall, readily takes its place among the few leading institutions of its kind in America. The newly elected Professor of Logging Engineering, one of the recognized leaders of the logging interests on the Pacific Coast, and a
In Forestry and Logging Engineering man of broad culture, scientific learning, and exceptional experience in the practical phases of logging engineering, brings to the faculty of the school the one element needed to round out its resources. The school, in short, from the standpoint of location, material equipment, and instruction, is probably the most fortunate School of Forestry in the country.

The School of Mines, in a State of great mineral wealth such as Oregon, located in a College where both science and engineering are emphasized, is naturally one of the strongest factors of the institution, a school whose prestige is rapidly spreading
In Mines and Pharmacy beyond the Pacific Northwest. The department of Pharmacy, aside from the great advantage it derives from being articulated with the sciences taught in a land-grant college, where modern laboratories are constantly handling the most important problems of the day, has facilities of its own, both in equipment and instruction, that admirably fit it to prepare the pharmacist for his responsible duties.

It is evident, therefore, that the student who comes to O. A. C. has opportunities for technical training rarely excelled in this field of instruction. Aside from the excellence of the equipment and the instruction, there is an added advantage in being associated with the young men of one's own state who are pursuing
Opportunities for Friendship the same professions and industries. Acquaintance with one's associates in the same business, friendships rooted in the activities of college life, are assets of the deepest consequence to the man who seeks the widest usefulness in his business career.

The education of women is a function of the Oregon State Agricultural College equal to that of educating men. The Home Economics building, the east wing of which was completed two years ago, will be, when its three units are constructed, the
Opportunities for Women largest building on the campus. It will be devoted, almost exclusively, to the interests of women. Waldo and Cauthorn Halls, as campus residences, are also devoted exclusively to women. Shepard Hall, headquarters of the Christian Associations, has spacious and attractive rooms for the work of the Y. W. C. A.



CONVOCATION NOTABLES: 1—EDGAR B. PIPER, "PREPAREDNESS"; 2—P. CLAXTON, U. S. COMMISSIONER OF EDUCATION, "THE RURAL SCHOOL"; 3—BISHOP ROWE, OF ALASKA, "THE MISSIONARY FRONTIER"; 4—PRESIDENT KERR, "STUDENT RESPONSIBILITIES"; 5—BISHOP SUMNER, OF OREGON, "CIVIC RIGHTEOUSNESS"; 6—SAMUEL MCCHORD CROTHERS, "A LITERARY CLINIC".



EAST FRONT OF MECHANICAL HALL AND GLIMPSE OF ADMINISTRATION DRIVE



© 1916
BALL STUDIO
CORVALLIS ORE.

FLOODLIGHT ILLUMINATION OF MECHANICAL HALL AT ENGINEERING SHOW, 1916

In addition to these special accommodations for women, the institution offers almost unrestricted opportunities for women to engage in any field of study open to men. The School of Commerce and the department of Pharmacy have been especially attractive to women, who have enrolled in their several courses

**In Various
Fields at O. A. C.**

in large numbers. The School of Agriculture has attracted a considerable number; some as students in agronomy aiming to become seed experts; some in dairy husbandry, a field in which women, the world over, have often excelled; a few in poultry and animal husbandry; some in pomology and vegetable gardening; and some in floriculture and landscape gardening. The latter field, involving, as it does, constructive faculties of order and organization, as well as a love for the beautiful, is one in which women are manifesting a growing interest. The combination of outdoor work and draughting-room skill, the demand for harmony, both of form and color, and the relation of much of the work to the home and other institutions with which women are intimately and dominantly associated, makes this field of study and of professional effort especially attractive to women.

The department of Physical Education, in which all women are required to take a certain amount of training, under the direction of specialists who understand medical and corrective gymnastics as well as the regulation and aesthetic types of exercise,

**In Physical
Education**

offers an excellent field for specialization. Young women desiring to train as teachers of physical education may elect this work in connection with the courses in Home Economics, Industrial Arts, Industrial Education, or other courses. The few young women who have thus far been able to avail themselves of this work, only recently offered, have met with conspicuous success in their public-school teaching.

But the School of Home Economics enrolls, of course, the great majority of the women of the institution. The courses in domestic science and art, in short, the country over, are the special demand of the American girl of today. Time was, when she preferred the "finishing school;" but now she has relegated that

**In Home
Economics**

fancy to the veneer shop, preferring "the things that are more excellent." These things are a competent knowledge of the principles that underlie the successful making and management of a home, the conditions that determine health or predispose to disease, the problems of the increasing cost of living, and of women's social and civic responsibilities.

This is a function that has been peculiarly served by the agricultural colleges in general. Since as early as 1872 these institutions have been pioneers in the work of domestic science and domestic art, and today they are reaping the rewards of their initiative and their faith. During the past year the Oregon State

**Principal
Types of Work**

Agricultural College has enrolled 352 women in its regular courses of study in home economics. These young women pursue courses that are designed fundamentally to equip them for their normal life service, that of home makers, as well as to prepare teachers of home economics, dietitians, extension



ELECTRICAL LABORATORY ON THE NIGHT OF THE ENGINEERING SHOW, 1916



MECHANICAL HALL AND SHOPS FROM MONROE STREET



THE MINES BOULEVARD, VIEWED FROM THE CORNER OF MECHANICAL HALL

workers, and institutional managers. A student may pursue either one of two types of courses. The first is prevailingly scientific, fitting more especially for the technical work of teaching, of dietetics, etc. The second is prevailingly domestic and cultural, fitting for home-making and citizenship. In all courses the students pursue enough science to give depth and direction to their work; enough literature, language, economics, and sociology to give breadth and significance of purpose; and enough laboratory work and community service to give a habit of congenial cooperation. They learn not only how to sew but also the conditions under which the fabrics they are sewing were produced. They learn not only how to prepare food but how to purchase and care for it, and what it will yield to the body when eaten. They receive instruction in the management of the household, in the care of the sick and of children, in the division of labor, in questions of house sanitation, in the problems of rest and recreation, and the relation of the home to community affairs.

In their home life at the College the young women are most fortunate. Two massive and modern halls of residence, where expenses are at a minimum, accommodate, on the campus itself, nearly all the non-resident women of the institution. A very few sororities, properly governed and chaperoned, are housed in dwellings a short distance from the campus. A dean of women, a preceptress and housekeeper for each dormitory, and a secretary of the Y. W. C. A. give their best efforts to the young women students—seeking to foster scholarship, companionship, social and religious ideals, individual and community responsibility, and a wholesome, happy, and aspiring womanhood.

A vital factor in the life of the whole institution is the intimate interest taken in the students by the leading teachers and officers of the College. President Kerr has always maintained that a large college, with its larger number on the faculty, ought to maintain the same close association between faculty and students that is the boast of the small college; and he seeks earnestly to promote this end. Hence the close touch between the deans and their students. Hence, too, the Student Affairs committee, and the Faculty Advisers. Hence the splendid work of the Dean of Women, whose threefold duties—administrative, academic, and social—are doing so much to promote among the women of the College the sort of esprit de corps that makes not only for college spirit but for community ideals.

Concerning the President's attitude toward the students the Pacific Christian Advocate for April 19 says, on page 31, "President Kerr himself, a whole man first and a finished executive afterwards, is alert to every opportunity to come into immediate and wholesome contact with the students. He attends their games, their social functions, their public meetings, their programs, banquets and conferences. He confers with individual students and with groups of students in his office. He is as accessible to any student who has a real need to see him as to the most distinguished citizen of the country. As a consequence



MECHANICAL HALL AND SHOPS, VIEWED FROM ADMINISTRATION WALK

the students not only respect him for his genius, but they love him for his personality. They recognize his penetration, his prodigious industry, his sagacious and convincing leadership, but they are drawn to him by his invincible rectitude, his compelling insight, and his compassionate kindness of heart."

The student of the Oregon State Agricultural College, in short, has the privilege of belonging to an institution that has not only administrative ideals but executive solidarity. His loyalty, therefore, is not clouded by doubts of faction, or by misgivings

**The
Institutional
Ideal**

as to either the prowess or the uprightness of institutional policies.

On the contrary he has faith and pride in the ideals of the College, in the personnel of its leaders, and in the service it is rendering to the commonwealth, because he knows that its guiding principles are stamped by integrity and foresight. Not only as a student, then, but as an alumnus, he carries the happy conviction that his College is worthy of his best efforts and of his unswerving devotion. Such a conviction, and such a habit of life, are among the surest elements of success in any career.



Student Life at O. A. C.

Student life at the Oregon State Agricultural College seldom fails to impress upon the observant visitor three pronounced characteristics; its industry, its democracy, and its fair play. Practically every student at the College is under training for some special

**Industry,
Democracy,
Fair Play**

industry or profession, where the business side of life, as well as the science and ideals of life, is a direct incentive to purposeful and sustained effort. Hence the idler is out of favor here, and is either

soon energized into habits of work, or, like a piece of drift wood, is tumbled by the current of student life into a deserved obscurity. Sixty-five percent of the students are to some extent at least self-supporting. This fact, coupled with the spirit of work that pervades the institution, tends to make the entire student body democratic, a tendency fostered among the women by the halls of residence on the campus, and among the men by universal service in the cadet regiments. Fair play, also, is a principle pretty vigorously rooted in the hearts of the O. A. C. student, manifesting itself, on the one hand, in the drastic suppression of hazing, bullying underclassmen, and student vandalism, and on the other hand, in a prompt insistence upon the traditions of the institution—such as wearing the green cap by freshmen, no smoking on the campus, and the observance by both students and teachers of the custom of beginning and dismissing classes on time.

Even before he arrives at the College, the freshman, though utterly unknown here, gets a taste of student life at O. A. C. If he has sent in his credentials in advance, which



MINES BUILDING AND WEST LINE OF SHOPS

is the best way, he has received by mail the Y. M. C. A. hand book, a neat little publication, giving in a nutshell the chief things he needs to know about joining the College community. On his arrival at Corvallis, whether he comes to the Union Station, the Oregon Electric, or the P. E. and E., he finds a body of student ushers, wearing conspicuous badges, extending a friendly hand to welcome him. He is given a Y. M. C. A. directory of available places for room and board, and an opportunity to have his trunk delivered at half-rates by the Y. M. C. A. auto-truck. Of course he is introduced at Y. M. C. A. headquarters, Shepard Hall, and made at home in that spacious and congenial center of College life. The student who is known to the clubs and fraternities receives like courtesies from the members of these organizations.

Regularly on Sunday at 2:30 occurs the weekly Y. M. C. A. meeting, the first, a fellowship meeting. Immediately following the registration period, usually Monday night, the big "Stag Social" brings together all the men of the institution in a general jollification, with music, speeches, and "eats." On the following

**Opening Events
at O. A. C.**

Friday night occurs the annual joint reception of the Y. W. C. A. and Y. M. C. A. in the College gymnasium. During this week, also, the Corvallis churches, on stated evenings, entertain for the College students. Soon the football rallies, class meetings, and class contests begin, with the band informals on Saturday afternoon; and the new student presently finds himself an active and unconscious participant in the throbbing, abundant, and objective current of the college life.

If his talents are musical, he will be inclined to try out for the band, the orchestra, the mandolin club, or the glee club. If he has dramatic aspirations, he will doubtless try to make the Mask and Dagger. If he has had previous success in debate or oratory, or simply has ambitions in these arts, he will put himself in

**Training in
Student
Organizations**

training for some of the intercollegiate contests by working on a class or society team, or by getting into the preliminaries, not once only, but again and again. If his tastes are literary, he will get acquainted with the student publications. The Barometer, The Oregon Countryman, The Student Engineer, The Commercial Print, and The Junior Annual—and as inspiration and opportunity offer, will send contributions to the editors. In this way, rather than by wire-pulling, he will place himself in line for editorial service on one of the boards. Whatever his peculiar gifts, he will at least join one of the technical or the debating societies, and interest himself in such energizing agencies for student unity as the Y. M. C. A. and the Student Assembly.

Cadet service? Necessarily. This is one of the obligations he fulfills at the behest of the United States. At first, with the simple squad duty, the lack of uniforms, and the patient drilling on details, the work seems altogether an obligation, a task; but as the maneuvers unfold, and the work progresses, through company, battalion, and regiment drills, the new student begins to catch the inspiration of cadet service, and to share with the older

**Cadet
Service**



DAIRY BUILDING



A GROUP OF STUDENTS AND FACULTY ON



LAWN IN FRONT OF ADMINISTRATION HALL



THE AGRICULTURAL GROUP



SHEPARD HALL AND CLUB HOUSES, VIEWED FROM DAIRY BUILDING



AGRICULTURAL HALL AND WALDO HALL



REVIEW OF THE CADET REGIMENT ON THE OCCASION OF THE PORTLAND TEACHERS' VISIT, 1915

students, and the College friends generally, a generous pride in the Cadet Regiment, with its neat uniforms, squared shoulders, rhythmic stride, and martial equipment—one of the few best regiments among the land-grant colleges. Aside from the advantage of being prepared to do military service in time of need, men who have had cadet training, especially through the junior and senior years, are enthusiastic over its permanent benefits. Under the present management of the Military department at the College, a splendid spirit of loyalty pervades the ranks of the cadets.

Since the men of the College were deprived of Cauthorn Hall as a dormitory, which was remodeled three years ago for use by women students, they have developed a considerable number of boarding clubs, many of which have taken on, in addition, social characteristics that have given them individual distinction. Several of these social clubs, under the restrictions of scholarship, financial stability, and moral integrity imposed by the Student Affairs Committee, have formed local fraternities, and some of these latter, through petitioning national Greek letter fraternities, have secured charters making the local fraternity into a chapter of the national organization.

**Clubs, Boarding
and Social**

Under present conditions at the College, therefore, entering students as a rule are interested in clubs and fraternities. While many students find suitable boarding places in private families, the great majority cannot do so. Living in cooperative clubs, moreover, conveniences considered, is almost always, under good management, cheaper than living in private homes. In any case, among 1200 to 1500 men, a student cannot know all; he must choose his peculiar group of acquaintances or have no friends. Hence club or fraternity life is inevitable for most students.

**The Group
is the Rule**

Whether or not a student joins a fraternity depends upon his own choice. Many a popular college leader, who has been "rushed" by all the fraternities that claimed his acquaintance, has gone consistently through his four-years' course and allied himself with none. On the other hand, many a leader acknowledges his fraternity as one of the most vital forces in the making of his career—as often as not, too, because of the very burdens he has helped his fraternity to carry, in maintaining a good house, promoting student interests, upholding fraternity ideals throughout the institution, and in hospitality. Such responsibilities fall upon every fraternity, and the student who joins should be as ready to share these as the social graces and enjoyments that are among its obvious advantages.

**Joining a
Fraternity**

Professional clubs, such as the Agricultural Club, The Forest Club, The Engineering Society, The Pharmacy Club, The Commercial Club, all aim to bring together, for stimulating study and discussion as well as for professional fellowship, those students who are pursuing particular courses of study. For the student who has the time to devote to them, they are altogether profitable. Other organizations, such as the Easterners' Club, the Cali-

**Technical
Societies**



MINES BUILDING, SHEPARD HALL, AND CLUB HOUSES



ENTRANCE TO THE CAMPUS



THE EAST FRONT OF THE EAST QUADRANGLE AT THE NOON HOUR



HOME ECONOMICS BUILDING FROM THE NORTHEAST

fornia Club, or the Cosmopolitan Club, have less specific functions, usually of a social or sociological nature.

In considering membership in these and similar clubs, the student should be governed by the same principle that applies in athletics, in oratory, dramatics, journalism, or religious work—the principle of emphasis. If he wants to leave behind him a record in athletics that shall be a source of pride to the College in days to come, the chances are that he can't do forty-'leven other things and carry the required amount of class work. If he wants to bring home the trophy in oratory, and help a debating team to championship honors, it's not likely that he can keep up rehearsals in the glee club and follow its program of local and tour concerts. In exceptional cases he may do so; but as a rule he can't.

**What Shall
I Join?**

The student must not forget, the College will not permit him to forget, that his chief business at O. A. C. is to carry a course. If he does anything besides, in a public way, he must carry a course with credit. That is, he must have a weighted average of at least five per cent above passing grade in all his current college work. As soon as he falls below this average grade, he must drop out of all student activities, forensic, dramatic, literary, or musical, that bring him before the public as a representative of the College. In the end, of course, persistent low grades will eliminate the student from the College altogether.

**Studies the
Chief Business**

His studies, therefore, are his chief concern in his college life. His chief, but not his whole, concern. If he did nothing else at O. A. C. but to discharge the duties of the class room, though he won an unbroken succession of "A's," he would be but a poor stick after all. If there were no music in his soul, to lead him to pipe up merrily in a college glee; no sense of loyalty, to bring on the midsummer madness of a rally for the team; no leadership in student affairs; no zeal for class, or club, or social functions—what a poor pariah he would be! And the one who errs on this side is usually more fanatically wrong than the dozens who err on the other. He is such an inglorious martyr to a tiny germ of truth!

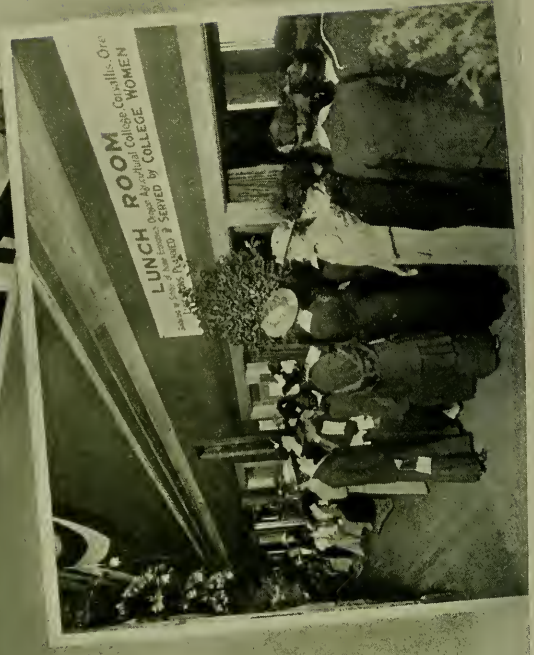
**But Not the
Only Business**

That germ, however, is worth knowing. It is this: he does his work from day to day. It is a rule that gives him undoubted distinction in the field where he applies it. More broadly applied by a more liberal nature, it would result in efficient leadership in College life. It is almost an axiom that the first two months of a student's life in college are a true index to his entire college course, and indeed, to his life as a whole. "Start right," then, is the first consideration; and "keep right" is the last.

**Start Right,
Keep Right**



HORTICULTURAL SHOW OF 1916 IN THE WOMEN'S GYMNASIUM



VIEWS OF LUNCH ROOM CONDUCTED BY STUDENTS IN DOMESTIC SCIENCE AT THE OREGON BUILDING, P. P. I. EXPOSITION



AS A REQUIRED PART OF HER TRAINING IN LANDSCAPE GARDENING AND FLORICULTURE THIS YOUNG WOMAN IS TAKING A COURSE IN SURVEYING IN THE SCHOOL OF ENGINEERING. HER BROTHER IS HER CO-WORKER IN THE PICTURE

Athletic Ideals at O. A. C.

Athletics plays a large part in the college life at O. A. C., as it does in any modern college or university. It is one of the most energizing factors for College unity. Whether we play on a College team, or simply cheer the players; whether we consistently follow the seasons through from football to basketball, from track athletics to baseball, taking note of the coaching, the individual players, and the conference standing of our teams, or simply go to an occasional practice and turn out to a championship game, we all recognize in athletics the tie that binds us closer to one another and closer to the College. Athletics, in fact, satisfies a certain craving of human nature. It is the one thing that provokes a spontaneous, un-reasoning loyalty; that demands of us a primitive outpouring of barbaric joy, makes the oldest of us as young as the youngest, and stirs up within us the quiet pools of potential devotion to an ideal.

Athletics the Tie That Binds

The College wants as many men as possible in competition for its class and College teams, not primarily to build up these teams, but to distribute its athletic training. Teams, as well as sports, are multiplied for this very purpose, to educate physically the largest number of students. Contests between classes stimulate student interest in all the leading sports. Many clubs and societies have their individual teams. Throughout the winter months, when inter-collegiate contests are rarest, greater interest develops in cross-country running, in wrestling, fencing, tank-swimming, and gymnastic feats and exercises. A keen and widespread interest gives zest and dignity to all these types of athletics.

Athletic Sports for All

Every man entering the College, who has average physical endowments, stands a chance, sooner or later, of making one of the College teams. Competition is keen, of course, but since each team-man rarely plays on any other College team, places on the various teams are many. The training squads are usually large, moreover, so that many students may at least get the benefit of the training. It is worth noting, also, that the best College players have often been developed from inexperienced men. Only men of exceptional industry, however, can hope to win conspicuous honors in athletics. No man can do so who is not willing to work and to work hard. In the first place, he must keep his scholarship record above reproach. In the second place, he must be willing to renounce many opportunities for entertainment, and give himself up to rigid discipline and exacting practice throughout a large portion of the college year.

Team Places for All Who Work

The rewards of this discipline are far from trifling. The satisfaction of having fought a good fight, of having kept faith with one's responsibilities, is something. So is the ability to become a good team mate, a congenial comrade. Greater than this is the appreciation of what constitutes a square deal—one of the aims of athletic training at O. A. C. The possibility of becoming a celebrity is no doubt an incentive. Athletic fame is perhaps the sweetest, most pronounced, in modern life. At the College, the Orange O is not only a coveted

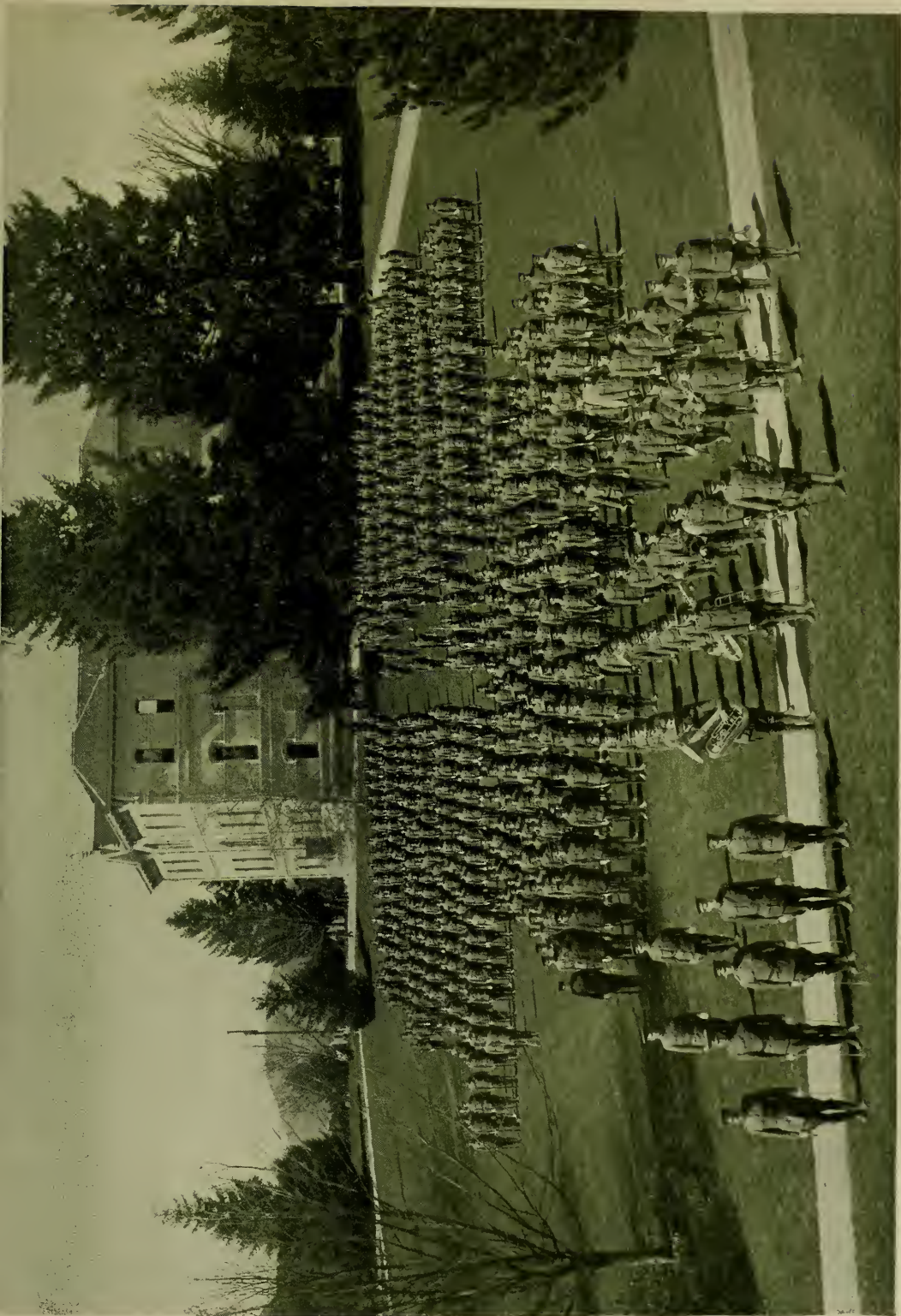
Rewards of Team Work



WALDO ENTRANCE THROUGH THE PINES



THE ARMORY FROM WALDO DRIVE



THE CADET REGIMENTS, 1916

but a cherished emblem of every successful athlete. Rewards ulterior to these, however, are often greatest of all. No college activity so liberally develops effective leadership of men. The commercial world knows this. It knows that when a man submits to the sort of discipline and meets the various crises that make for championship football or basketball, he knows how to take, as well as to give orders, how to meet responsibilities with quick and tactful resource; and how to keep a level head before an avalanche of prosperity, as well as before a storm of reverses. As a consequence, the successful college athlete is almost always a factor to reckon with in the business and professional world. It is not simply that he is known, but that he is known to stand for something—the athletic principles of his college.

It is necessary, then, that these principles be kept securely clean and high. Whether as players or spectators, we are all concerned in this. Athletes, students, and faculty, are all co-workers in making our athletic standards a measure of absolute manhood.

Keep the Standard Clean and High It will pay you, then, to go in for athletics as liberally as your time will permit. It will pay you to learn the athletic traditions of the College, to follow the progress of the teams, and to boost loyally for the College by boosting for the good sportsmanship of the team, whether they win or lose.

Facilities for physical training and athletics at the College are excelled by few if any of the land-grant Colleges of the country. With the Armory, one of the two or three largest in the country, available for military drill, winter sports, and indoor training generally; with the new Men's gymnasium, a model of its kind in practically all respects; with the Women's gymnasium, especially and scientifically equipped for its purpose, with the swimming pool in Shepard Hall, and with the improvements in the new and spacious athletic field, the College has exceptional resources, from the standpoint of material equipment, for developing and maintaining the health and physical prowess of all its students. In addition, it has a faculty of men and women, skilled in medical science as well as in the art and pedagogy of physical training, devoting all their time to this important work, and committed to the principle of building up the health and physical development of all the students rather than of the few who may be engaged on College teams.



GLIMPSE OF THE ENGINEERING SHOW, 1916



SNAP SHOTS OF THE CADET REGIMENTS ON THE OCCASION OF THE PORTLAND TEACHERS' VISIT, 1915



THE 1916 HORSE SHOW. MISS HELEN FARRELL ON NAT MAC DOUGALL'S STERLING DUKE,
WINNER OF THE LADIES' SADDLE CLASS



GOVERNOR WITHYCOMBE ON HIS LORETTA, THE HORSE THAT WON THE GENTLEMEN'S FIVE-GAITED
SADDLE CLASS, AND TOOK SECOND IN THE LADIES' SADDLE CLASS



THE 1916 HORSE SHOW. HOLMAN TRANSFER COMPANY'S DRAUGHT TEAM, WINNERS
OF THE FOUR-HORSE DRAUGHT CLASS



J. D. FARRELL'S PREMIER, CHAMPION HIGH JUMPER OF THE NORTHWEST

Student Traditions at O. A. C.

Traditions, like fruit cake, improve with age. At many of the older colleges of the country they are as luxuriant as the ivy on the walls, and more binding, often, than the statutes of the board of governors. Institutions must have both an atmosphere and a united social spirit before customs take root and blossom into traditions. But O. A. C. has already developed both, and it also has traditions. They are comparatively few as yet, but many of them are distinctive, and nearly all have ripened in the hearts of successive student-cycles until they are devoutly honored and very loyally cherished.

Traditions at O. A. C.

Among the class traditions is that observed by each graduating class in leaving a substantial gift to enrich the campus. Thus the handsome fountain at the Madison street entrance to the campus, the band stand in the center of the west quadrangle, and the rows of maples along the Mines boulevard are specimen gifts of the graduating classes. Other class traditions are the wearing of the academic cap and gown by seniors; the annual senior excursion to the beach at Newport when the rhododendrons are in bloom; the annual senior prom; the junior week end, with its athletic carnival, play, and ball, and other social or spectacular features; the sophomore cotillion; the sophomore-freshman class rush; and the freshman badge of the green cap or green ribbon. The publication of the College Annual has become traditionally a prerogative of the junior class.

Traditions of the Classes

Among the traditional events of the College year outside of class and institutional celebrations are the annual Agricultural Fair, conducted during the winter short course by the members of the Schools of Agriculture and Home Economics; the Engineering Show, carried out in the early spring by the members of the Schools of Engineering, Mining and Forestry; the Y. M. C. A. and Y. W. C. A. carnival, which is given during midwinter, and the annual Girls' Stunt Show, which was so successfully inaugurated this year. At all of these functions the students have opportunities to exercise inventive talents through devising exhibits, offering entertainment, or performing feats of skill. The managers of the several exhibitions are always eager to secure ideas for novel or spectacular features, and to learn of talent that will embellish the program. Let not your light be hid under a bushel, therefore, while these momentous events pass by.

Traditional College Events

One of the traditions affecting all the men of the institution is that forbidding smoking on the campus. It has been in effect now for years, and is regularly reasserted and faithfully fulfilled from year to year. While an occasional freshman at the opening of college may be seen puffing at the weed along some campus pathway, exciting the smiles of the well-informed, the fact betrays his novitiate more obviously than his green cap, and his mistake, regarded as a first offense, is overlooked. Another tradition, more recent in its establishment, but already thoroughly naturalized, is that discouraging hazing in all its

Traditions of Conduct and Costume



CLASS IN AESTHETIC DANCING, ONE OF THE MANY FORMS OF OUTDOOR EXERCISES PROVIDED FOR WOMEN AT THE COLLEGE



THE MEN'S GYMNASIUM. TWO OF THE FOUR UNITS COMPLETED



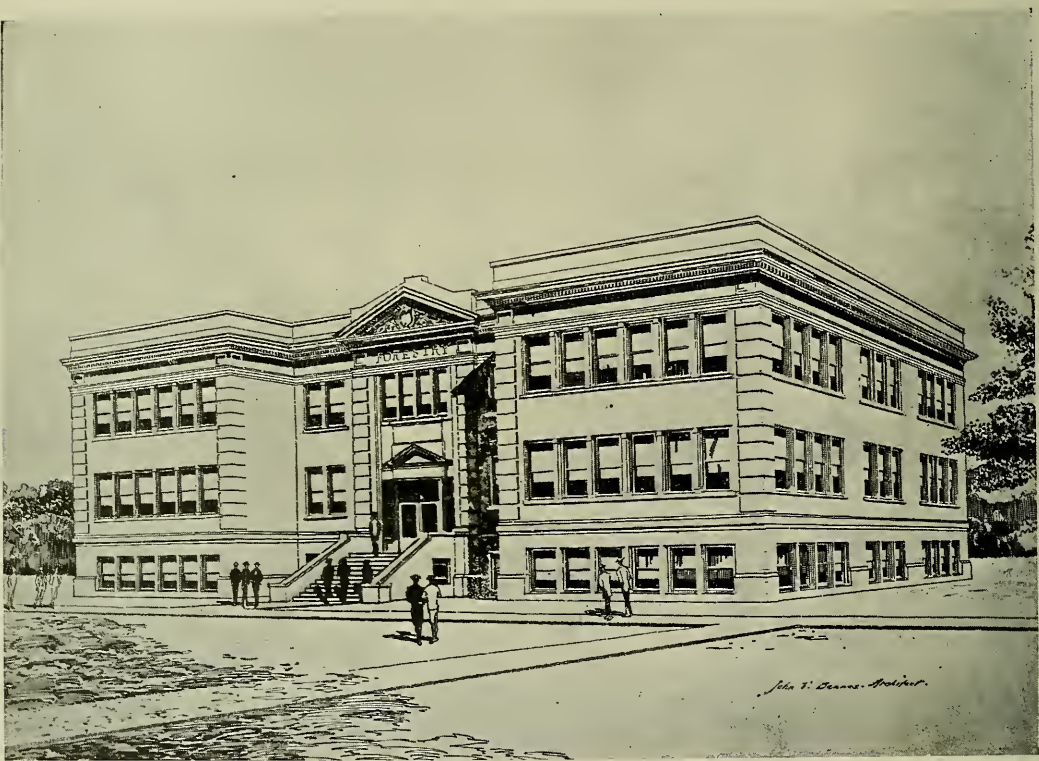
THE GRADUATING PROCESSION, 1915

forms. Except for an occasional "ducking" of freshmen who decline to wear the green cap, or insist in sporting high-school regalia, the evils of hazing have been virtually banished from the College—not by legislation of the faculty but by force of student opinion.

Only through student opinion, indeed, are student customs ever ripened into traditions. Only when the convictions of the majority of the students uphold a good custom and make it as firm as a habit, and as comfortable to perform, are the affairs of the College moving successfully on the upward trail. It is in

**Traditions and
Student Opinion**

recognition of this truth that the College authorities have established student self-government and have endeavored to foster it into a complete system of controlling all matters of ordinary discipline. While the success of this policy, through an experience of four years, has not placed it entirely beyond the experimental stage, its progress has been a source of great satisfaction to the administrative authorities of the College.



THE NEW FORESTRY BUILDING THAT WILL BE READY FOR OCCUPANCY IN SEPTEMBER, 1916



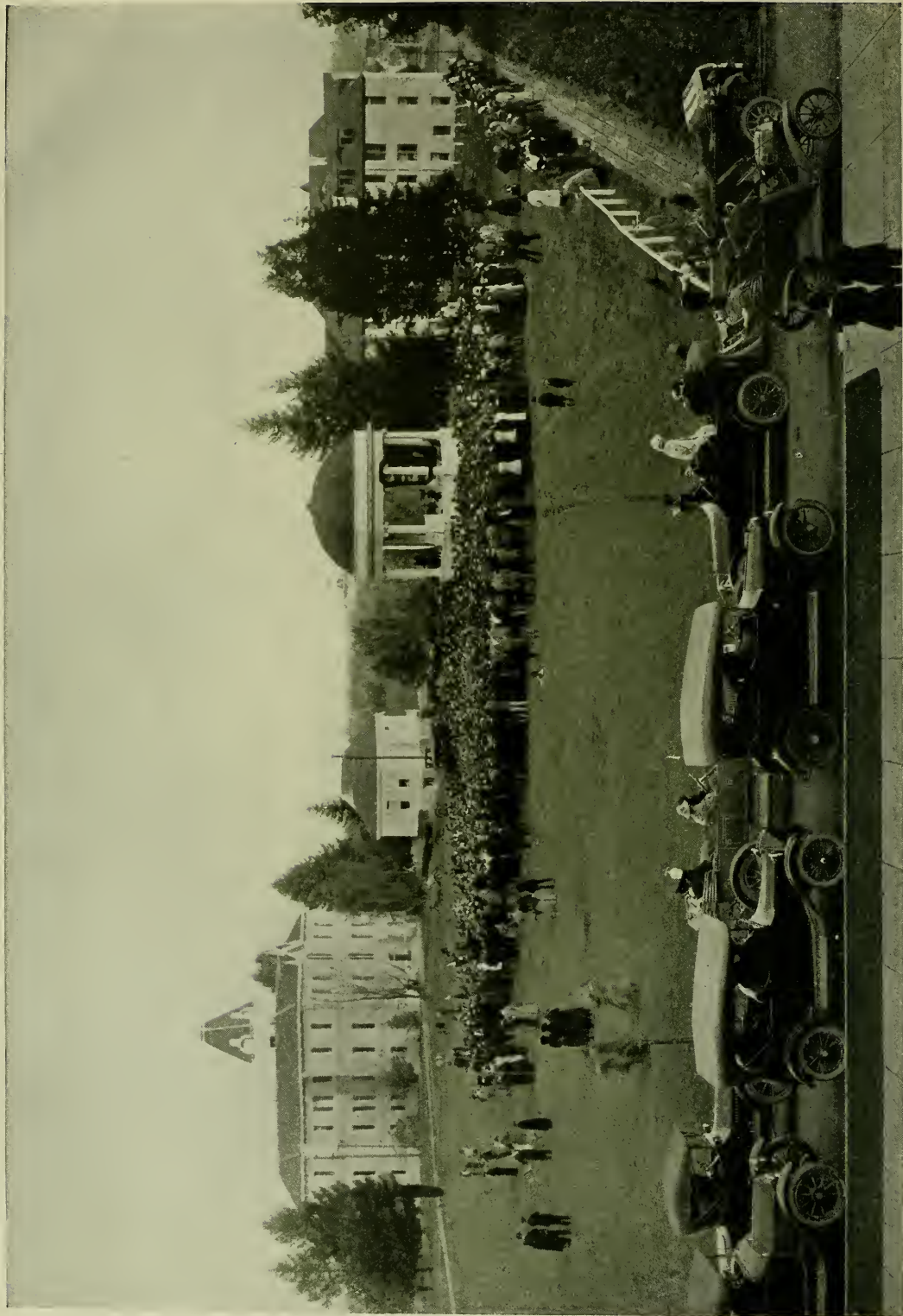
CAUTHORN HALL, ONE OF THE TWO HALLS OF RESIDENCE FOR WOMEN



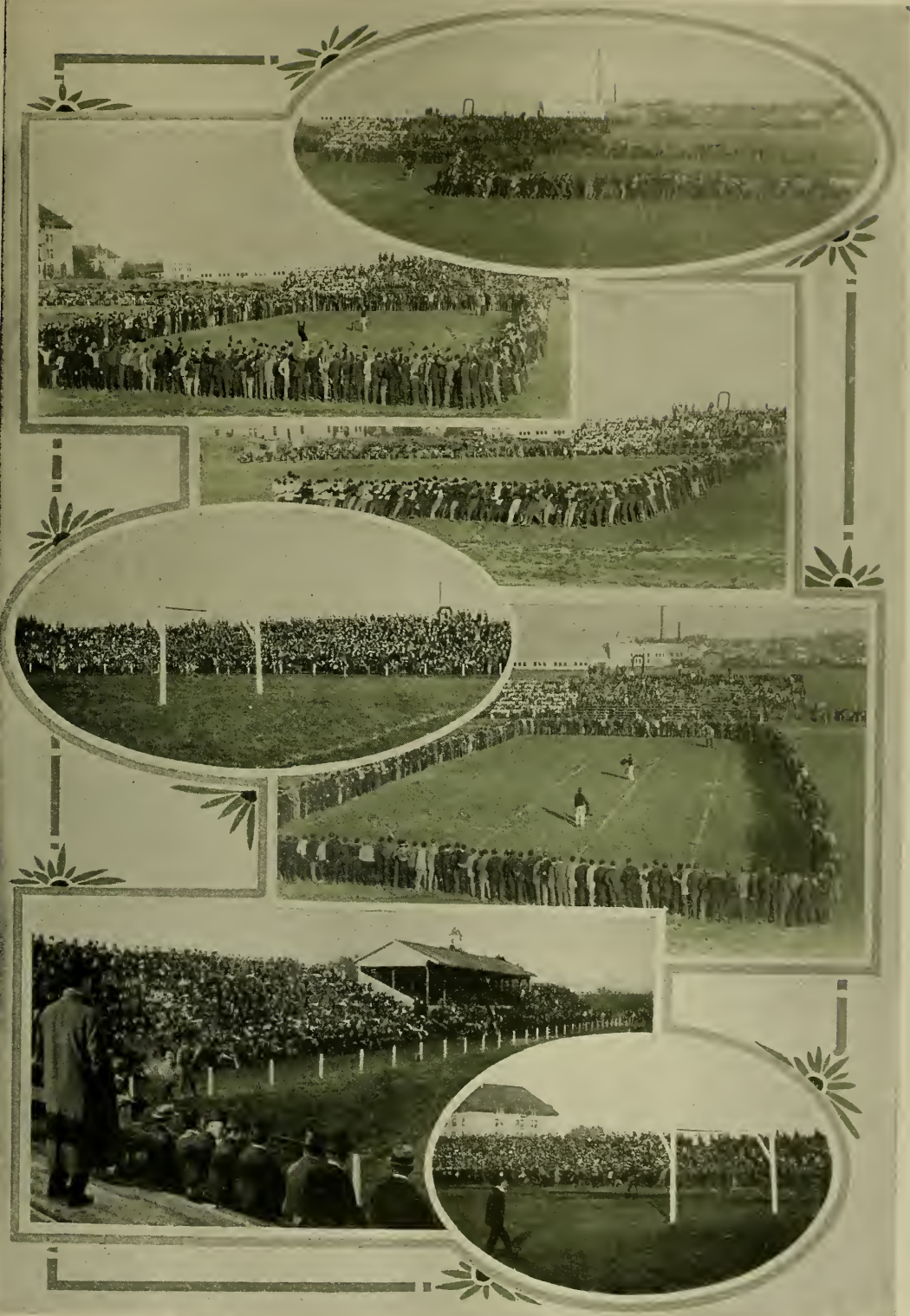
SOPHOMORE AND FRESHMAN TUG OF WAR OVER THE MILL RACE, 1915



THE COLLEGE BARN AND SILOS



PRESIDENT KERR ADDRESSING VICTORIOUS BEAVERS ON THEIR RETURN FROM LANSING, MICHIGAN, 1915



FOOTBALL ENTHUSIASM ON THE NEW ATHLETIC FIELD

Facts About the Oregon Agricultural College

Founded in 1885, a National and State Institution, dedicated to the work of enriching rural life, dignifying the industries, uniting learning and labor.

Entrance Requirements; to degree courses, four years of high-school training; to the vocational courses, maturity and training sufficient to profit by the course.

Student Publications, include The Barometer, issued semi-weekly, The Oregon Countryman, issued monthly, the C.-P. Journal, and the Student Engineer, issued each semester, and the Junior Annual.

Student Enrollment, for 1915-16, in all courses, exclusive of correspondence work, is 3,251. Students are enrolled from every county in Oregon, thirty-five other states, and thirteen foreign countries. The graduating class numbers 280. Twenty-seven vocational students receive certificates for the completion of prescribed courses.

Presidents. The College has been fortunate in having few changes in the presidency, especially in recent years. D. L. Arnold occupied the office from the establishment of the College as a State institution up to 1892; J. M. Bloss from '92 to '96; H. B. Miller from '96 to '97; Thomas M. Gatch from '97 to 1907, and William Jasper Kerr from 1907 to the present time.

Buildings and Equipment. Sixteen substantial buildings of brick and stone with five additional frame buildings, comprise the campus group used for instructional and laboratory purposes. In addition, two large dormitories for women, both of which are modern and attractive, and a dozen or more farm and service buildings are utilized in carrying on the work of the College and Experiment Station.

The equipment throughout the institution is sterling and efficient; representing excellent values for the money invested. Since many of the schools have been established within the past decade, their entire resources are of the most modern and approved type. The Schools of Agriculture, Commerce, Mining, Home Economics, and Forestry, for instance, are equipped to compete with the best of the land-grant colleges, while the School of Engineering has no superior in the West.

Environment. The environment of the College, both natural and civic, is ideal. The institution is located at Corvallis, in "the heart of the valley," with excellent transportation facilities over a half-dozen railroads and a steamboat line on the Willamette river. The city itself, which has a population of 6,000 is one of the most beautiful in the State, with a civic life altogether alert, wholesome, and attractive. Its citizens take a great interest in the College and appreciate their responsibilities as a factor in educating the youths of the Pacific Northwest.

Student Life. Student self-government has prevailed successfully for four years. Practically two-thirds of all the students are wholly or partly self-supporting. The men live principally in clubs, the women in two substantial College dormitories, attractively situated on the campus. Social life is ample, yet properly restrained, and College interests manifest a wholesome enthusiasm for the vocations as well as the avocations of real life. Leadership is thus developed through student activities as well as through regular college instruction.

Living expenses are moderate, the necessary outlay of the average student in College being about \$220 a college year.

Opportunities for Graduates. In no field today are the opportunities for graduates so numerous and attractive as in the fields for which men and women are prepared at the Oregon Agricultural College. Agricultural and industrial education are every year demanding more competent workers than ever before. The agricultural and mechanical industries are waiting for scientifically trained men. Forestry and mining are dynamic and almost virgin fields for skilled workers in Oregon, which is one of the richest States for these vocations in America. Students, either men or women, competently trained in Commerce or Pharmacy, find ready and profitable fields of usefulness, while the young woman equipped with the substantial type of education offered in the School of Home Economics, is qualified for leadership in many walks of life.

The Mission of O. A. C.

To uphold the ideal of technical competence by applying science to industry; to train students not only for leadership but for citizenship; to give to the many an ennobling, generous culture of body, mind, and spirit, and at the same time recognize the gift of the few for civic and industrial leadership; to guarantee to all such vital instruction as shall enable them to entertain right judgments, and to act upon principle rather than prejudice, to live lives of industry, uprightness, and purity, so that each shall become a center of influence for the best and highest in his community; to open to all the doors of the industrial professions, of research in science, and of social service; and to instill into the heart of every student a sense of patriotism that shall enlist him in a glorious and aggressive partnership with the State and Nation that have fostered his education—this is the mission of the Oregon Agricultural College.

Outline of Courses of Study

The Oregon Agricultural College offers the following courses of study, each of which extends over four years and leads to the degree of Bachelor of Science:

(Arranged alphabetically by schools and departments.)

In the SCHOOL OF AGRICULTURE, major courses in—

- | | |
|--------------------------------|-------------------------------|
| (a) Agriculture (general) | (i) Entomology |
| (b) Agriculture for Teachers | (j) Farm Crops |
| (c) Agricultural Chemistry | (k) Farm Mechanics |
| (d) Animal Husbandry | (l) Horticulture |
| (e) Bacteriology | (m) Poultry Husbandry |
| (f) Botany and Plant Pathology | (n) Soils and Farm Management |
| (g) Dairy Husbandry | (o) Zoology |
| (h) Drainage and Irrigation | |

In the SCHOOL OF COMMERCE, major courses in—

- | | |
|-----------------------------|-------------------------------------|
| (a) Business Administration | (c) Political Science |
| (b) Economics | (d) Stenography and Office Training |

In the SCHOOL OF ENGINEERING, major courses in—

- | | |
|----------------------------|----------------------------|
| (a) Civil Engineering* | (d) Industrial Arts |
| (b) Electrical Engineering | (e) Irrigation Engineering |
| (c) Highway Engineering | (f) Mechanical Engineering |

In the SCHOOL OF FORESTRY, major courses in—

- | | |
|----------------------|-------------------------|
| (a) General Forestry | (b) Logging Engineering |
|----------------------|-------------------------|

In the SCHOOL OF HOME ECONOMICS, major courses in—

- | | |
|----------------------|------------------------------|
| (a) Domestic Art | (c) Home Administration |
| (b) Domestic Science | (d) Institutional Management |

In the SCHOOL OF MINES, major courses in—

- | | |
|--------------------------|------------------------|
| (a) Ceramic Engineering | (c) Mining Engineering |
| (b) Chemical Engineering | |

In the department of PHARMACY, a course in—

- (a) Pharmacy

In addition to the above baccalaureate courses, provision has been made for the following:

1. A two-years' course in Pharmacy leading to the degrees of Ph. G., and
2. Vocational courses, varying in length from 6 months to three years, as follows:
 - A. Agriculture (one year).
 - B. Business Short Course (two years).
 - C. Dairying (one year).
 - D. Forestry (November 6 to April 13).
 - E. Home Makers' Course (one year).
 - F. Mechanic Arts (three years).
 - G. Pharmacy (two years, following two years of high-school training).

 In the SCHOOL OF MUSIC, an affiliated institution, the faculty of which is composed of accomplished musicians who have received instruction under some of the distinguished masters of this generation, the student may be trained in voice, pipe organ, piano, violin, orchestra and band.

*No work below Senior grade will be given in Civil Engineering during the year 1916-17.



PANSY AND TULIP BED IN FRONT OF WALDO HALL, LOOKING TOWARD "AG."

"The College is your institution; no one at the College thinks differently. It is designed to serve you and your children and the State as a whole. The management is merely entrusted to manage it for you, and is endeavoring to make the institution serve the largest number at the least cost and in the most effective way. It wants to know how, and it would like your *help*."—N. R. Moore, Secretary of the Board of Regents, in the *Gazette-Times*.

"My week on the O. A. C. Campus stands out vividly as one of the happiest and most satisfactory of any that it has been my pleasure to enjoy. I have spoken at most of the Middle West Universities, at Princeton, Harvard, Pennsylvania, Dartmouth, etc., and am in a position to judge the personnel of the students of O. A. C. May I say that I have not seen a body of men who seem to stand stronger for integrity of character and purpose than the men of the Oregon Agricultural College."—Walter T. Sumner, Bishop of Oregon, in a letter to President Kerr, quoted here by permission.

"With the privileges you have had, the opportunities that have been brought to you, there come also correspondingly great responsibilities that you must assume. You are obligated to your parents first of all, and particularly, for the great sacrifice they have made that you might enjoy the advantages of the training here afforded in preparation for a useful career. You are obligated to your community, which provided funds for your education through the common schools and the high school. You are obligated to our great commonwealth and to our nation for the opportunity of the training you have received in this institution. Do not forget, as you go out from College, this obligation, and remember, I repeat, that as you have accepted the opportunities that have come to you, you should now assume corresponding responsibilities. You should sense those responsibilities, and as you go out from the institution, never fail to do anything that may be in your power to show to the county, the state, and the nation your appreciation of the advantages that you have enjoyed."—W. J. Kerr, President of the College, in an address to the graduates of 1915.

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